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ABSTRACT

Adult literacy is an integral part of today's educational movement and will continue to be a focus as changing needs of society are addressed. This bibliography presents annotations of 40 journal articles and ERIC documents dealing with instructional strategies in adult literacy. Annotations in the bibliography date from the period 1989-1992 and are divided into three areas: Overview; Whole Language Approaches; and Computers and Technology. (RS)

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ADULT LITERACY: INSTRUCTIONAL STRATEGIES

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Adult literacy is an integral part of today's educational movement. With the implementation of the National Education Goals by the year 2000, adult literacy will continue to be a focus as the changing needs of society are addressed. New and innovative strategies in the field need to be researched, addressed, and evaluated to best meet the needs of adults with minimal or no reading skills. A search of the ERIC database produced the following citations on adult literacy, all from the period 1989-1992.

This ERIC *FAST Bib* considers three areas related to instructional strategies in adult literacy: 1) overview, 2) whole language approaches, and 3) computers and technology.

Two types of citations are provided in this bibliography: ERIC documents and journal articles.

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Overview

Adult Literacy Skills Catalogue (ALSCat), 2nd edition. 1989. Ottawa Board of Education, Ontario, 89 p. [ED 329 763]

Provides an overview of objectives that can be explored in an adult literacy program. Describes a range of skills that a learner has or needs at the beginning of the reading or writing process. Includes the following appendices: needs and interest inventories in reading, writing, and mathematics; a work plan; an achievement record; sample certificates; and resources for each of the skills in the catalog.

Cheatham, Judy and Lawson, V. K. *Small Group Tutoring. A Collaborative Approach for Literacy Instruction.* Literacy Volunteers of America, Inc., Syracuse, NY, 1990. 82 p. [ED 319 918]

Outlines how to carry out collaborative small-group tutoring for improving literacy skills. Includes a list of tutor and learner responsibilities, a discussion about group goal setting, directions for the process to be taken during a group meeting, and recommendations for record keeping and lesson planning.

Dixon-Krauss, Lisbeth A. and Jennings, Clara M. "A Report on the Social Context Model of Adult Literacy." Paper presented at the Annual Meeting of the International Reading Association, Atlanta, GA, 1990. 36 p. [ED 327 809]

Posits that literacy is a relative phenomenon and literacy needs are specific to the individual and the social context within which he or she operates. Describes four phases of a social context program: 1) planning phase; 2) assessment phase; 3) transition phase; 4) maintenance phase.

Ennis, Rex and Davison, Deborah. *A Life of Its Own. Adult Literacy Work in a Small Group.* Council of Adult Education, Melbourne, Australia, 1989. 92p. [ED 330 847]

Provides information on the Small Group Learning Methodology Project in Victoria, Australia. Contains the purpose of small groups in adult literacy learning, types of programs, using interviews, assessing student needs, placing students, and forming groups. Discusses group processes, including the tutor's role and group organization. Contains case studies of six groups and an annotated bibliography.

Hill, Sara, ed. and others. "Special Issue on Classroom Instruction," *Information Update*, v6 n2 p1-17 Dec 1989.

Focuses on classroom instruction in adult basic education (ABE) and English As a Second Language (ESL) programs. Includes the following articles: "Whole Language and Adult Literacy Education," "Building a Community of Learners," "Teachers Talk About Writing," "Parallels in Literacy and Second Language Acquisition," and "Teaching Writing through the Arts."

McGarva, Mary. "Making Reading Easier." 1989. 5 p. [ED 306 410]

Suggests the following ways of making material easier for adults to read: using layout and print size to make meaning clear, making audio recordings and simplified versions of printed matter; and increasing the relevance of the content to

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the reader. Contains a readability formula, and instructions on its use.

Partridge, Susan. "Consideration of Adults' Learning Styles and Life Styles for Better Literacy Programs: A Discussion." 1989. 16 p. [ED 304 518]

Asserts that adult literacy programs could be improved by determining the learning styles and lifestyles of individual students and incorporating the findings into the instructional program. Reports that some researchers suggest using an instrument for identifying adults' learning styles, such as the "Productivity Environmental Preference Survey" by Dunn, Dunn, and Price.

Robson, Ed and others. *Litstart. Literacy Strategies for Adult Reading Tutors.* Michigan Literacy, Inc., Lansing, MI, 1990. 254 p. [ED 324 462]

Reflects changing trends in reading and literacy in a book that can be used to train volunteer tutors as well as by tutors and students together in weekly sessions. Presents various sections that: 1) differentiate literacy and reading and introduce the reading process; 2) describe adult new readers; 3) explain reading for meaning and provide a number of keys to unlocking text; 4) detail reading and writing strategies; 5) focus on the tutoring plan; and 6) contain literacy resources.

Scope and Sequence Chart for Use with Adult Readers. SCALE Project. 1989. 39 p. [ED 3[illegible] 621]

Presents a scope and sequence chart developed in South Carolina to aid adult literacy tutors. Divides the chart into four strands that represent major components of reading: phonics; comprehension/critical thinking; communication; and life skills. Offers skill areas considered significant areas of need for adult students. Provides a list of instructional reading materials.

The Starter Pack—Materials for Tutors in Adult Literacy. Adult Literacy and Basic Skills Unit, London, England, 1991. 146 p. [ED 341 836]

Provides material for tutors involved in literacy work with adults. Eight sections are 1)beginning readers; 2) fluency; 3) learning to learn; 4) beginning writers; 5) improvement; 6) spelling strategies; 7) activities to develop speaking and listening skills; 8) helping students to identify goals and plan for the future; and 9) materials and addresses.

Whole Language Approaches

Crux, Sandra C. "H.E.L.P.: A Whole Language Literacy Strategy That Works!" *Education Canada*, v31 n2 p16-21 Sum 1991.

Describes the Holistic Educational Literacy Process strategy for adult literacy education consisting of the following steps: presenting an advance organizer; reading silently; reading aloud; listening to the passage recorded; listening and taking notes; highlighting important points; networking structures; summarizing the passage; revising the written summary; and reflecting and evaluating.

Keefe, Donald and Meyer, Valerie. "Teaching Adult New Readers the Whole Language Way," *Journal of Reading*, v35 n3 p180-83 Nov 1991.

Gives a brief summary of whole language theory and offers suggestions for its application in adult education settings. Maintains that when instructional techniques rooted in whole language theory are used with adult beginning readers, learning is more meaningful and success can be dramatic.

Malicky, Grace and Norman, Charles A. "The Reading Concepts and Strategies of Adult Nonreaders," *Journal of Reading*, v33 n3 p198-202 Dec 1989.

Explores the nature of illiteracy for adults who have made minimal or no progress in learning to read or write. Offers further support for using the whole language approach and the language experience approach with adult beginning readers.

Meyer, Valerie and others. "Case Study—Norman: Literate at Age 44," *Journal of Reading*, v35 n1 p38-42 Sep 1991.

Describes how three tutors helped an adult progress from a nonreader to a competent and enthusiastic reader, using an approach based on whole language research and practice.

Morgenthaler, Sharon. "Using Poetry to Teach Humanities in the Adult Literacy Classroom." Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education, Salt Lake City, UT, 1990. 8 p. [ED 326 666]

Discusses the use of poetry to teach such subjects as history, literature, philosophy, social studies, minority and foreign studies, and the social sciences. Sets forth criteria for selecting poems with which to work. Includes an independent student activity, teacher-assisted activity, or group activity for each poem.

Roskos, Kathy. "A Naturalistic Study of the Ecological Differences between Whole Language and Traditional Individualized Literacy Instruction in ABE Settings." 1990. 89 p. [ED 329 769]

Examines differences between a whole language approach and a prescriptive individualized approach to literacy instruction in adult basic education (ABE) settings. Finds that the whole-language-oriented instruction was more supportive of higher order thinking with print and a more compelling form of literacy acquisition for adult learners.

Ross, Elinor P. "How to Use the Whole Language Approach," *Adult Learning*, v1 n2 p23-24, 27, 29 Oct 1989.

Shares techniques for using the whole language approach with adults such as read-aloud sessions, student story dictation, practice in using decoding skills, word banks, and exercises that stress the connection between reading and writing. Suggests methods that consider individual needs and interests that build on adults' experiences.

Stasz, Bird B. and others. "Writing Our Lives: An Adult Basic Skills Program," *Journal of Reading*, v35 n1 p30-33 Sep 1991.

Describes a two-year literacy project in which volunteer tutors worked with Head Start mothers. This innovative adult basic skills class, designed and directed by the students themselves, combined the writing process with the whole language approach and oral history. This successful project culminated in the publication of four books.

White, Joyce and Norton, Mary. "Whole Language: A Framework for Thinking about Literacy Work with Adults." 1991. 42 p. [ED 332 051]

Explores the whole language approach to literacy education in the context of teaching adults. Draws information from literature and from interviews with teachers and literacy students.

Computers and Technology

Anderson, Jonathan. "New Literacy Tools for Adults," *Australian Journal of Adult and Community Education*, v30 n2 p84-91 Jul 1990.

Describes an Australian national study of technologies used for adult literacy: traditional technologies (print, radio, television, audio and videotape, teleconferencing, and computers) and new generation technologies (laser discs, CD-ROM, videodiscs, and hypermedia).

Anderson, Jonathan and others. "The Use of Technology in Adult Literacy Programs." 1990. 189 p. [ED 319 930]

Describes the use of educational technology (including radio, television, computers, telephones, satellites, and optical laser discs) in adult literacy programs in Australia. Describes the latest educational technologies in Australian adult literacy programs. Presents case studies of the use of technology in particular literacy programs and includes a description of computer software programs that are appropriate for use in adult literacy classes. Considers emerging issues and the potential of using educational technologies in adult literacy education.

Askov, Eunice N. and Brown, Emory J. "Templates for Literacy: Manual Evaluation. Final Report." Institute for the Study of Adult Literacy, University Park, PA, 1989. 41 p. [ED 31 55]

Evaluates the effectiveness of the Templates for Literacy Manual, which is designed to help the adult beginning reader integrate computer and literacy learning. Considers that having an opportunity to work with computers was a motivating force in recruiting students as well as tutors. Contains three case studies, interview guides, a reporting form, and questionnaires.

Askov, Eunice N. and Clark, Cindy Jo. "Using Computers in Adult Literacy Instruction," *Journal of Reading*, v34 n6 p434-48 Mar 1991.

Summarizes the advantages and disadvantages of using computers in adult literacy instruction. Presents a matrix which permits teachers to see at a glance how any one of one hundred and twelve specific software programs may be used.

Beheshti, Jamshid and Cote, Camille. "Libraries, Literacy, and Computers," *Canadian Library Journal*, v47 n3 p155-57 Jun 1990.

Discusses the library's responsibility to society in confronting the needs of nonreading adults. Suggests that libraries should provide computers and special software to support adult basic education programs. Describes available educational systems and software, and identifies sources to aid in selection.

"A Comparative Study of Adult Education, Indianapolis/Richmond. Third-Party Evaluator Final Report." 1990. 57 p. [ED 327 697]

Measures the effectiveness of traditional classroom instruction versus computer-assisted instruction (CAI) in raising the competency levels of adults enrolled in adult basic education (ABE) classes. Finds that older students made greater progress and dropped out less frequently than younger students and could monitor their own progress and affirm their mastery of skills.

"Computers & Literacy: Curricula & Guides. Adult Literacy Series." *BCL Brief*, n7 Apr 1992.

Lists computer-based adult literacy training materials in three sections: 1) work force/workplace literacy curricula; 2) general curriculum/program development; and 3) guides and research reports. Lists ten guides/reports and reprints two articles: "The Case for Computers" and "Computer Update—Emerging Issues."

Camilleri, Christine and others. *An Inside Approach: Organizing Integrated Learning Opportunities*. Cleveland Communications Group, Inc., Toronto, Canada, 1990. 91 p. [ED 333 105]

Introduces a guide to help people improve their reading, writing, and numeracy skills within existing organizations. Gives some background information on literacy in Canada, adult learners, and the rationale for integrating learning into existing opportunities. Outlines steps in planning and implementing workshops for volunteers. Offers a section on evaluation as well as 43 references.

"Discis Books: Interactive Computer Books for Children." *TechTrends*, v35 n5 p35-38 1990.

Discusses children's and adults' literacy problems. Describes the use of Discis Books to encourage reading and improve understanding. Discusses first- and second-language learning, and provides a list of currently available titles. Notes children's books available on CD-ROM that can be read using Apple Macintosh computers.

Evans, Peter and others. "An Evaluation of the IBM Principle of Alphabet Literacy System (PALS)." *Alberta Journal of Educational Research*, v38 n1 p3-8 Mar 1992.

Reports results for a diverse group of twenty-seven adults who completed 100 hours of computer-assisted reading instruction. Finds that reading gains ranged from .4 to 7.5 grade levels and were greatest for subjects with a minimum pretest evaluation of second-grade reading level.

Fine, Marija Futchs. "Networked Learning in 70001 Programs." Paper presented at the Adult Literacy and Technology Conference, Louisville, KY, 1989. 19 p. [ED 317 805]

Offers self-paced instruction through the use of computers and audiovisual materials to young people through the 70001 Training and Employment Institute, a program developed to improve opportunities for success in the work force. Describes four sites equipped with Apple stand-alone software in an integrated learning system. Lists five weaknesses in the use of computers to present instructional material.

Jagger, Christina. "An Action Plan for Integrating Computers into Volunteer Adult Literacy Programs." Paper presented at the Adult Literacy and Technology Conference, 1989. 8 p. [ED 311 281]

Provides the following steps for integrating computers into a volunteer literacy program: 1) using the computers; 2) selecting software and hardware; 3) teaching staff to operate the computer and to select and integrate the software into in-

struction; and 4) evaluating the effectiveness of using computers. Contains explanations of different kinds of software, including types such as vocabulary and comprehension software that may be of particular use in literacy programs. Includes a list of twelve questions to consider when selecting computer software.

Moore, Kimberly A. and Askov, Eunice N. "Computer-Assesisted Instruction in Basic Skills for Older, Low Literate Adults. Final Report." 1989. 21 p. [ED 317 756]

This six-month study examines the attitudes of older, low literate adults toward using computers to learn to read. Pennsylvania State Adult Literacy Courseware designed for beginning readers was used with older, low literate adults at a community-based senior center. Among other findings, the study reported students developed more positive attitudes toward computer-assisted reading.

"Older Displaced Workers Write to Read: A Computer-Asisted, Work-Related Basic Skills Program Using the Process Approach to Writing. Final Report." 1990. 149 p. [ED 327 696]

Uses writing to teach literacy to adult students over 40 years old using job-related materials in a computer-assisted approach with volunteer tutors. Contains 16 appendices containing tutor guidelines, a program manual, a tutor's guide to the courseware, responses to the advisory board questionnaire, and guidelines for creating courseware lessons.

Partridge, Susan. "A Discussion of Computer Use in Adult Literacy Instruction." 1989. 12 p. [ED 306 404]

Argues that advantages claimed for using the computer in adult literacy instruction have also been observed in the practice of dedicated teachers who teach without the help of computers. Notes research showing that computer-assisted instruction enhances the achievement of students with learning styles favoring less socialization, whereas students with a people-oriented learning style achieve more in the traditional self-paced instruction group.

Pursell, Frances Josephson. *Books for Adult New Readers. 5th Revised Edition*, Project LEARN, Cleveland, OH, 1991. 228 p. [ED 335 540]

Identifies appropriate reading material for adults who read at levels through grade seven. Lists criteria used for selection and discusses emphases in the selection of 748 fiction and nonfiction titles. Includes recommendations for a core collection, suggested readings for the librarian, general readings on literacy, publishers' addresses, and title and subject indexes.

Scane, Joyce and others. *Think, Write, Share: Process Writing for Adult ESL and Basic Education Students.* The Ontario Institute for Studies in Education, Ontario, Canada, 1991. 96 p. [ED 338 115]

Establishes that computers have a strong motivating effect on adults. Introduces process-writing methods for use with adult English and English as a Second Language (ESL) and adult basic education (ABE) classes.

Shepherd, R. "Beginning with the Learner: Strategies To Individualize Adult Literacy Programs." Paper presented at the Adult Literacy and Technology Conference, 1989. 4 p. [ED 313 584]

Examines instructional technologies for at-risk adult learners who find traditional methods inadequate. Recommends that instructional approaches should allow learners to learn at their own pace, become accountable for their own learning, provide frequent feedback, and accommodate several learning styles.

Strunk, Sandra J. "Word Processing/Language Experience Tutorial Handbook. Final Report." 1991. 113 p. [ED 342 906]

Offers instructions on Apple IIe computers to promote student writing. This handbook is designed for use by students in adult basic education, General Educational Development, and English As a Second Language who read at a fourth-grade level or higher. Contains 15 lessons, a brief project report, and two issues of a newsletter containing student contributions.

Available from ERIC/RCS:

Adult Literacy: Contexts and Challenges, by Anabel Powell Newman and Caroline Beverstock. (G12; $10.50)

Adult Literacies: Intersections with Elementary and Secondary Education, by Caroline Beverstock and Anabel P. New[illegible]. (G21; $20.00)

Digests and FAST Bibs

D45 - *The Issue: Adult Literacy Assessment*

D54 - *Multiplicities of Literacies in the 1990s*

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